

**THE INFLUENCE OF SCAFFOLDING STRATEGY TO DEVELOP
STUDENTS' READING COMPREHENSION SKILL ON DESCRIPTIVE
TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE AT
SMK PGRI 4 BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF 2018/2019**

A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

By

MARIYAH CHEDO

NPM. 1311040096

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2018**

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RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2018**

ABSTRACT

THE INFLUENCE OF SCAFFOLDING STRATEGY TOWARDS STUDENTS' READING COMPREHENSION SKILL ON DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE AT SMK PGRI 4 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

By:
Mariyah Chedo

In this research focused on Scaffolding Strategy to develop students' reading comprehension skill on descriptive text. The objective of this research was to know whether there is a significant influence of Scaffolding Strategy towards students' Reading Comprehension skill on Descriptive Text at the first semester of the tenth grade at SMK PGRI 4 Bandar Lampung in the academic year 2018/2019.

The methodology of this research was quasi-experimental. The population of the research was the students of the tenth grade at SMK PGRI 4 Bandar Lampung consisted of 96 students grouped in three classes. The sample was chosen by doing cluster random sampling. The sample of the research was 30 students 96 students. The Scaffolding Strategy was used for the treatments in the experimental class and the Translation Strategy was used for the control class. In collecting the data, the instrument was multiple- choice questions which had try out was given to the students. Before the treatments were disposed, the pre-test for both classes were given. Then, after conducting the treatments, the post-test both classes was given. The result of the pre-test and post-test were analyzed the data by using SPSS version 16 to compute the hypothetical testing.

After doing the hypothetical test, the result demonstrated that there was obtained that the $Sig. = 0.000$ and the $\alpha = 0.05$. It means that the H_a is accepted because $Sig < \alpha = 0.05$. Therefore, there is significant influence of Scaffolding Strategy to develop students' reading comprehension skill on descriptive text at the first semester of the tenth grade at SMK PGRI 4 Bandar Lampung in the academic year of 2018/2019.

Keywords: *Scaffolding Strategy, Descriptive Text, Reading Comprehension*



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TOWARDS STUDENTS' READING COMPREHENSION
SKILL ON DESCRIPTIVE TEXT AT THE FIRST
SEMESTER OF THE TENTH GRADE AT SMK PGRI 4
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A thesis entitled : **“THE INFLUENCE OF SCAFFOLDING STRATEGY TOWARDS STUDENTS’ READING COMPREHENSION SKILL ON DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE AT SMK PGRI 4 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019”**, by: **MARIYAH CHEDO**, NPM: 1311040096, Study Program: **English Education** was tested and defended in the examination session held on: Monday, November 5th, 2018.

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MOTTO

Surat Al – ‘Alaq

(The Clot) 1-5

1. Read ! In the Name of your Lord, Who has created-
2. Has created man from a clot.
3. Read ! And your Lord is the Most Generous.
4. Who has taught by the pen.
5. Has taught man that which he knew not.¹



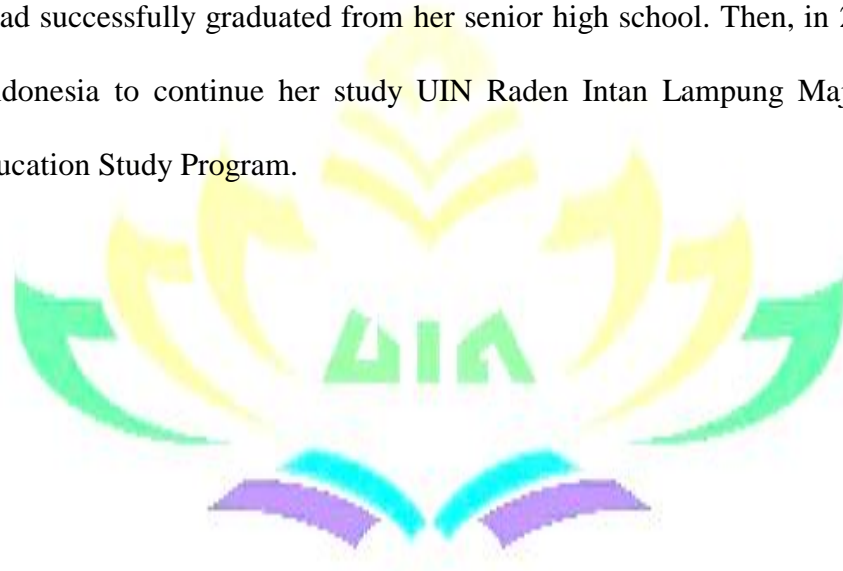
¹ Allama Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text with English Translation of the Meaning*, (King Fahd Holy Quran Printing Complex, 1987), p. 96

CURRICULUM VITAE

Mariyah Chedo was born in Pattani, South of Thailand, on December 3rd, 1993. She is the third child of 3 children from Mr. H. Hasan Chedo and Ms. Hj. Sapiyoh Chewae. She has one sister; Mariyah Chedo, and she has one brother; Abdulloh Chedo.

She began her school to State Elementary School Thairatwitaya 52 in 2000, and then she continued her school to Prasanwitaya mulnity (Junior High School) and graduated in 2009, and she continued her study in Prasanwitaya mulnity also (Senior high School) and she graduated her study in 2012.

After she had successfully graduated from her senior high school. Then, in 2013 she came to Indonesia to continue her study UIN Raden Intan Lampung Majoring in English Education Study Program.



DECLARATION

I am a student with the following identity:

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Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other researcher opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, August 7th, 2018

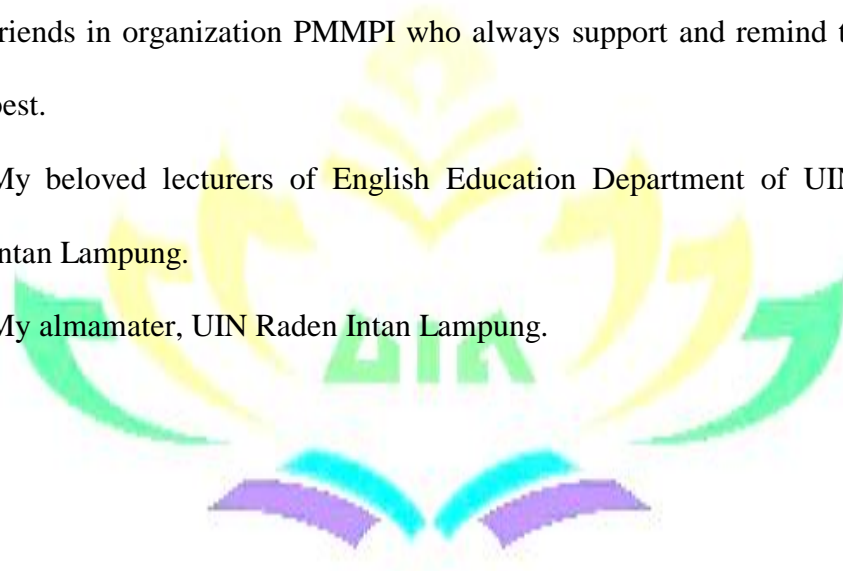
Declared by.

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DEDICATION

This thesis is dedicated to everyone who cares and loves. I would like to dedicate this thesis to:

1. The greatest inspiration in my life, My beloved Father and mother; Mr. H. Hasan Chedo and Ms. Hj. Sapiyoh Chewae who always prays, supports and guides for my success. May Allah Almighty pour His love and devotion back within never ending.
2. My beloved Sister and Brother; Mariyam chedo and Abdulloh Chedo who always motivated and supported for me.
3. My beloved friends; Mareena Jaoh, Aiesah Koleh, Riana Julita, and all of friends in organization PMMPI who always support and remind to do the best.
4. My beloved lecturers of English Education Department of UIN Raden Intan Lampung.
5. My almamater, UIN Raden Intan Lampung.



ACKNOWLEDGEMENT

Alhamdulillah, thanks to Allah the Almighty, for the blessing, mercy and kindness. May Shalawat and salam always be with the Prophet Muhammad SAW. who brings us from the darkness to the lightness. Due to him, this thesis entitled “ The influence of Using Scaffolding Strategy to develop Students’ Reading Comprehension Skill on Descriptive Text at the Second Semester of the tenth grade at SMK PGRI 4 Bandar Lampung in the academic year of 2018 ” is submitted as compulsory fulfillment of the requirement for S 1 degree of English study program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung.

When finishing this thesis, so much helps, aids, supports and many valuable things from various sides have been obtained. Therefore, thanks to:

1. Dr. H. Chairul Anwar, M.Pd., the Dean of Faculty of Tarbiyah and Teacher Training of UIN Raden Intan Lampung and his staff who have given an opportunity and forbearance and researcher in doing the study until the accomplishment of his thesis.
2. Meisuri, M.Pd., the Chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Prof. Dr. Idham Kholid, M.Ag., as the Advisor who has been patiently providing the guidance and direction until the completion of the tesis.

4. Satria Adi Pradana, M. Pd., as the Co-Advisor for his patience in improving her final project for its finalization.
5. All lectures of English Department of Tarbiyah and Teacher Training Faculty who have taught the researcher since the first of her study.
6. Erna Yunita, S.E. The headmaster of SMK PGRI 4 Bandar Lampung, Dr. Sofiyah as the English Teacher, all of administration staff and tenth grade students of SMK PGRI 4 Bandar Lampung for allowing her to carry out the research in their institution and for giving the contribution while the researcher was conducting the research there.
7. Dra. Sopiya and all English teacher of SMK PGRI 4 Bandar Lampung who given guidance and spirit in conducting this research.
8. The researcher's exceptional parents Mr.H. Hasan Chedo, and Mrs. Hj. Sapiyoh Chewae who always inspire, support and fully motive the researcher in every step in academic process. Therefore, thank for giving the financial, moral and spiritual support.
8. All Pattani's students of organization PMMPI who study at UIN Raden Intan Lampung especially English Study Program class B. who always give motivation until the completion of this thesis.
9. Beloved friends of English Department of UIN Raden Intan Lampung, especially class B thank you for your help and motivation that given motivation until the completion of this thesis.

Finally, with fully aware, there are still many weakness in this thesis. Therefore, the criticisms, comments, corrections and suggestions from the readers are expected to enhance the quality of this thesis.

Bandar Lampung, August 7th, 2018

The Researcher,

Mariyah Chedo
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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is a set of rules used by human as a tool of their communication. Historically language has been expressed at the time of the creation of the first man (Adam). At that time God taught Adam to use language as in the Qs. Al-Baqarah verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ

كُنْتُمْ صَادِقِينَ ﴿٣١﴾

“ And He taught Adam the names ” Of all things; then He placed them Before the angels, and said : “ Tell Me, The names of these if you are right. ” (Qs. Al-Baqarah : 31)²

In the verse above, it is revealed that the first thing God taught to Adam was the language, to reveal the content of the mind, then Adam could mention objects with the symbols of language. Language provides the ability to think regularly and systematically. Without language then man will not be able to think in a complex and

² Allama Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text with English Translation of the Meaning*, (King Fahd Holy Quran Printing Complex, 1987), p. 2

abstract like that done in scientific activities. Without language, humans cannot communicate with other.

That is supported by Walter who states that language has use and function in real word interaction.³ Language has purpose and function and is acquired through meaningful use and interaction. From the statement above, it can be said that human being who needs communication with each other realizes that language is very important; actually English is one of the international language in the world.

There are many skills in English language, such as: listening, speaking, reading and writing. Reading receives a special focus and there are a number of reasons for this. Learning English text means the study of meaning of word and sentences. Reading is the act of interpreting printed and written words. Reading requires understanding or comprehension the means of the reading text. Through reading we can get the messages that the writer had expressed.

One of the skill that discussed in this research is Reading. Reading is one of the skill that is learn by the students. Reading skill is one of complex and difficult skill from four skill : listening, speaking, and writing because reading is the first skill that is connecting other skill. Reading has very important role in our life, by reading various printed materials such as newspaper, magazine, novel, academic books and so on. We are able to get a lot of information, knowledge and enjoyment. Related to the

³ Teresa Walter, *Teaching English Language learners. The how – to Hand book*, Longman USA, 2000. Page 18.

language skill, reading is very important for our language capability. Reading is an activity that can improve language ability. Harmer stated that reading is useful for language acquisition provided that students more or less understand what they read, more they read, they better get at it⁴. It means that reading is an activity that can improve language ability.

Brown states that reading will best be develop in association with writing, listening, and speaking activities. Even in those courses that may be label “reading”. Your goal to the best achieve by capitalizing on the interrelationship of skill, especially the reading – writing connection. So they focus here on reading as a component of general second language proficiency, but only in the perspective of the whole picture of interactive language teaching.⁵ It means from these four skills, reading has a greater portion in teaching learning process.

Reading is transacting with a text to create meaning, it is bringing meaning to a text in order to create meaning from it. This definition of reading hinges on a belief in a reciprocal interaction between reader and text. Reading is a dynamic process in which an active reader engages with a text in order to create meaning.⁶ It is very important role in learning process because the skill of reading very much determines the success of students in learning many things particularly in daily life. For those reasons teacher

⁴ Jereme Harmer, *How to teach Englishn (New Editon)(China: Pearson Education Limited, 2007).*p.99

⁵ H.Douglas Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy*, San Francisco state University. 1994. Page 283.

⁶ Lee Galda, Bernicee Cullinan, and Dorothy S. Strickland. *Language, Literacy and The Child*, (In Florida) United State of America, 1993, p.124

should try to make reading interesting, enjoyable, and meaningful. In fact, there are often some phenomena in many schools, in which many students find difficulty in comprehending the text.

Based on a preliminary research conducted at SMK PGRI 4 Bandar Lampung, the students' reading comprehension has been found to be still low from interview to the English teacher of the tenth grade of SMK PGRI 4 Bandar Lampung (Dra. Sofiyah), she said that the students' reading comprehension skill and their motivation in learning English was still low.⁷ The students said that teacher did not use interesting and varieties strategy to teach reading. Sometime teacher used strategy which made student bored. (See Appendix 1)

The problem might be caused by inappropriate strategies and activities conducted in teaching reading comprehension. The teachers just give the text and asked the students to repeat the teacher's reading without some preparation before. In addition, the students normally started reading without thinking what topic they were reading and whether they had background knowledge about the topic or not. It made them fail to understand them. The score can be seen in the table below:

⁷ Sofiyah. *English Teacher of SMK PGRI 4 Bandar Lampung*.

Table 1.1

The Reading Score of Students at the tenth grade of SMK PGRI 4
Bandar Lampung

No.	Student's Score	The Number of Students	Percentage
1.	≥ 72	31	32.3 %
2.	< 72	65	67.7 %
Total		96	100 %

Source: Documentation of the tenth grade of SMK PGRI 4 Bandar Lampung

From the table above, it could be seen that 32.3 % of student got score ≥ 72 , it means that the students who have reached KBM are 31 student and 67.7 % got score < 72 , it means that 96 students have not reached KBM. It means that the students' reading score is low. From the table above, it means that reading score should be increased, because in SMK PGRI 4 Bandar Lampung used criteria of minimum mastery (KBM) is 72. The researcher assumes that most of the students are still difficult to reading comprehension skill. It can concluded, the teacher as an involved factors in teaching learning process should chooses certain modal more specific a strategy that provides communicative activities, gives sufficient chance for the students the practice English to increase reading comprehension. Furthermore, the teacher of English should apply various strategy for teaching reading comprehension so that it will be effective and enable the teacher to teach the students well in understanding the subject. There are many kind of strategies in teaching reading comprehension.

Therefore the increase the students' reading comprehension is choosed by scaffolding as a teaching strategy. Scaffolding is perceived as the strategy used by the teachers to

facilitate learners' transition from assisted to independent performance.⁸ According to Pressley, scaffolding is a complex instructional concept and explanations of various sorts of scaffolding will help to foster its more widespread use. To help teachers construct a deeper understanding of scaffolding, use it more frequently in their classrooms, and thereby improve students' comprehension.⁹

Previous research has been done by Handrini Astuti entitled "The influence of using Scaffolding Technique toward Students' Ability in Writing Analytical Exposition" and by Salwa Ahmed Al-Yami entitled "The effectiveness of Scaffolding Interactive Activities in Developing the English Listening Comprehension Skills of the sixth Grade Elementary School girl in Jeddah" Based on the finding this strategy is effective to be used in teaching writing and listening skill. So, the researcher will be used scaffolding strategy in teaching reading comprehension.

Then the scaffolding is a teaching strategy which originates from Lev Vygotsky's sociocultural theory. Concept of the zone of proximal development, illustrating the distance between what individuals can achieve by themselves and what they can achieve with assistance from other.

⁸ Didi Sukyadi, Eneng Uswatun Hasanah. *Scaffolding Students' Reading Comprehension with Think-Aloud Strateg*. The Language Center, Indonesia University of Education, INDONESIA. P. 4

⁹ Kathleen F. Clark and Michael F. Graves. *Scaffolding Students' Comprehension of Text*, p. 1

Scaffolding Strategy is the strategy that can make the student become responsible for their learning, more motivated, and more successful, when guided, supported and provided with the necessary attributes.

B. Identification of the Problem

Based on the background of the problem above can be identified the problem as follows:

1. The students' reading comprehension is still low.
2. The teachers did not used interesting strategy in teaching reading.

C. Limitation of the Problem

In this research, the reseacher focused on the influence of using Scaffolding Strategy toward students' Reading Comprehension skill on Descriptive Text at the first semester of the tenth grade at SMK PGRI 4 Bandar Lampung in the academic year 2018/2019.

D. Formulation of the Problem

Based on the identification of the problem above, the researcher formulates the problem as follows: Is there any significant influence of Scaffolding Strategy toward students' Reading Comprehension skill on Descriptive Text at the first semester of the tenth grade at SMK PGRI 4 Bandar Lampung in the academic year 2018/2019?

E. Objective of the Research

The objective of this research is to know whether there is a significant influence of Scaffolding Strategy toward students' Reading Comprehension skill on Descriptive Text at the first semester of the tenth grade at SMK PGRI 4 Bandar Lampung in the academic year 2018/2019.

F. Use of the Research

This study is concerned with influence reading comprehension through Scaffolding Strategy especially in identify general information, finding specific information, meaning, and recognizing textual reference. The outcome of this study aim at providing theoretical and practical. The significance of the research is stated as bellow:

Theoretically, finding of the how many present study are expect to light and insight to the theories of the knowledge about the reading comprehension of the tenth grade student of SMK PGRI 4 Bandar Lampung in academic year 2018/2019 though Scaffolding strategy.

Practically, to give a contribution for the teacher in teaching reading comprehension though used by scaffolding strategy so that the teacher can apply and using this strategy in teaching reading comprehension. To the student, to able increase their reading not only meaning word by word but also entirety information.

G. Scope of the Research

1. Subject of the Research

The subject of the research was the students of the tenth grade of SMK PGRI 4 Bandar Lampung, in the academic year of 2018/2019.

2. Object of the Research

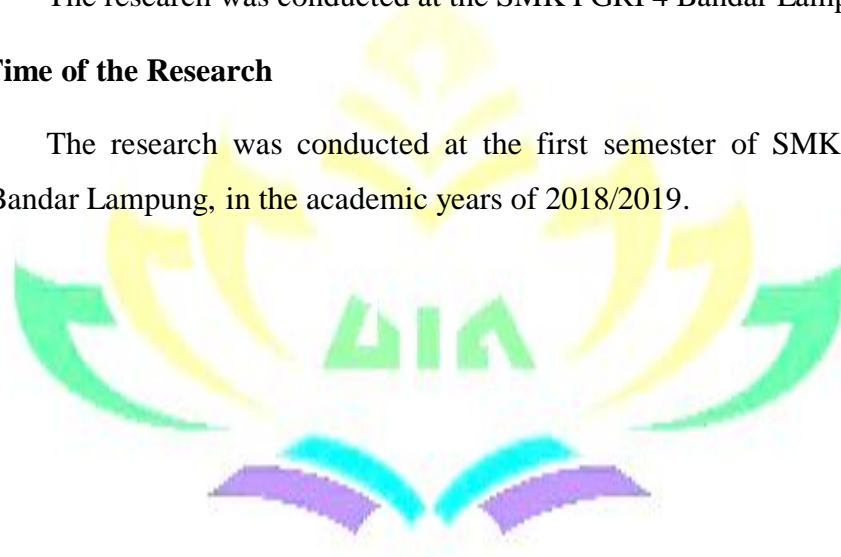
The object of the research was the students' Reading Comprehension and the use of Scaffolding Strategy.

3. Place of research

The research was conducted at the SMK PGRI 4 Bandar Lampung.

4. Time of the Research

The research was conducted at the first semester of SMK PGRI 4 Bandar Lampung, in the academic years of 2018/2019.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Reading

1. Concept of Reading

Reading has very important social role in our life. Reading is use by the readers to obtain information, this would be submitted by the author through the written language. Moreover, reading is a language skill that related to other skill. Reading also is an active process that has a goal and need a strategy. Reading is transaction with a text to create meaning; it is bringing meaning to a text in order to create meaning from it.

Reading is an active cognitive process does indeed required using graphic (letters) and phonic (sound) information; but for fluent readers particularly, the language – based cues - semantic (meaning) and syntactic (grammar) – seem far and away more important than graphic and phonic cues.¹⁰ Reading is transaction with a text to create meaning; it is bringing meaning to a text in order to create meaning from it.¹¹ It means that in reading, using sound and letter are important because when we read book or something it certainly we produce sound, and without using letter it doesn't call reading activity because reading commonly defined as an activity where the students' eyes focus on letter in the text or something that they read.

¹⁰ Richard Allington and Michael Trange, *Learning Through Reading in the Content Areas*, (Toronto: D.C Heath and Company, 1980), P.16.

¹¹ Lee Galda, Bernice E. Cullinan, Dorothy S. Strickland, *Language, Literacy and The child*, (Florida, 1993), p. 124

According to Rechar, reading is the process of reconstructing from the printed pattern on the ideas or information intended by the author.¹² Fatel state that reading is an active process which consists of recognition and comprehension skill.¹³ It means that reading is process which is done by the reader to comprehend and get the information from printed text. By reading the students also can understand what the writers mean.

Based on the statement above, that in reading activity the reader need a letter to pronounced, it impossible if the reader read a text but there is no letters. The reader who read a text or written material it certainly have specific purpose, to get information, to get pleasure or etc. moreover, reading also is an activity where the readers' eyes and brain work together. The eyes read a text and receive message from the text, then the brain was to work out the significance of the message or in other word the brain has to translate and understand the meaning of the text.

Another definition, reading is an incredibly active occupation. To do it successfully, we have to understand what the word mean.¹⁴ In other words, is an essential skill. In reading a text, the readers also need to understand what they read, and what the words mean. From the explanation above, it can be concluded that reading is a process to

¹² Jack C Richard and Theodore S. Rodgers, *Approach and Methods in Language Teaching*, (Second Edition) (US: Cambridge University press, 2001), P.41

¹³ M. F. Fatel, Praveen M. Jain. *English Language Teaching (Methods, Tools and Techniques*, (Suunrice: Jaipur, 2008), p. 114

¹⁴ Jeremey Harmer, *How to Teach English* (an introduction to the practice of English language teaching)(Harlow: Longman, 2001), p.70

understand a text whether printed or not, by decoding words by words and then interpret what information is in that the as nearly as possible.

2. Concept of Teaching Reading

Reading is one of the English skills. Being able to read English is very important. Reading is a good way to develop and understand English. The acquisition of the reading skill in the second language learning is considered as a priority. This idea is supported by the fact that reading has become a part of our people's daily activity, ranging from holiday brochures to academic books. Therefore, the ability to read English text in any form will give a great number of advantages to our lives.

According to Harmer, the principles behind the teaching of reading:

- 1) Encourage students to read as often and as much as possible.
The students have to read as much as possible so that it can improve the students' reading comprehension.
- 2) Need to be engaged with what they are reading.
The teacher provides the interesting text so that the student is engaged with the text.
- 3) Students should be encouraged to respond to the content of a reading text, not just to the language. Students have to know the message of the text and they can retell or express the story.
- 4) Prediction is a major factor in reading.

The students have to look at the cover and back cover to help them select what to read and to help them get into the book.

5) Match the task to the topic

Students are asked to read based on the level then the students have to do the task which is appropriate with the text that they read.

6) Good teachers exploit reading texts to the full.

The teacher make the reading text into interesting lesson sequence and using a range of activities to bring the text to life.¹⁵

In teaching and learning process, reading is one of basic skill that students must mastered. In the classroom, the reading lesson is used an opportunity to teach pronunciation, encourage fluent and expressive speaking. To all other skill (listening, speaking, reading and writing).

3. Kind of Reading

According to Heaton, there are two kinds of reading, they are: intensive reading and extensive reading.¹⁶

a. Intensive Reading

The focus of intensive reading is the language. Thus, the dictionary often used in this activity. Intensive reading involves studying the text carefully in every words and grammatical by contrasting, examining, decoding and maintaining every expression

¹⁵ Jeremy Harmer, *How To Teach English* (Cambridge: Longman, 1987), p.101

¹⁶ J. B. Heaton, *Writing English Language Test*, (New York : Longman Inc., 1988), P. 106

which have found in the text.¹⁷ This activity involves the reader's concentration in order to comprehend the detail information of the text. It may be the sentence, the paragraph and the whole text. The focus on intensive reading is the language and the grammatical feature.

b. Extensive Reading

In order to review the ideas related to the text, summary is often used. Intensive reading is often considered as a complex activity. The focus of extensive reading is usually the message which is conveyed by the writer. Extensive reading, the purpose of learning reading through extensive reading was studying the language not the content, not only seeking information but also could be for pleasure purpose.¹⁸ Extensive reading is an activity which involves the reader's own pleasure because the focus of this activity is the content of the not the language. Based on the explanation above, there are two kinds of reading such as intensive reading and extensive reading.

4. Concept of Reading Comprehension

Before defining reading comprehension, it is better for the writer to define the meaning of comprehension itself. The definition of comprehension comes from John F. Savage and Jean F. Mooney. They define that "Comprehension is cognitive activity, the ability to derive meaning and understanding from printed language."¹⁹ In

¹⁷ H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (San Francisco : Longman, 2004), P. 189

¹⁸ H. Douglas Brown, *Loc.Cit.*

¹⁹ M.F. Fatel, Praveen M. Jain. *Op.Cit.* p. 114

other words, it can be stated that comprehension is an understanding which the reader construct the new information by describing it in the printed language.

Moreover, Karen states that when comprehension is deep and through, a reader is able to understanding, evaluating, synthesizing, and analyzing of information and gaining through an interaction between reader and author.²⁰ It means that the main point of reading comprehension process is at the interaction between readers and author. How readers' understanding can be constructed to catch the meaning of the author want to explain on the text.

According to Simarmata, reading comprehension is the ability to read text, process it and understand its meaning.²¹ It mean that reading comprehension is the reader to comprehend text to get meaning from text.

According to Brown, reading comprehension is primary a matter of developing appropriate, effective comprehension strategies.²² It means comprehension is ability to understand about something, in order that, the students are able to answer and understand a reading questions form. Based on the language assessment theory by Brown, especially in reading there are some

²⁰ Karen Tankersley, *The Threads of Reading*, (USA:ASCD, 2003), p. 90

²¹ R. John Pieter Samarmata, *Reading Comprehension Skills With Semantic, Mapping and K.W.L. Strategies*, (Medan, 2014), p.1

²² H. Douglas Brown, *Teaching by Principle, an Interactive Approach to Language Pedagogy*, (2nd Edition), (San Francisco : San Francisco University Press, 2000), P. 306

criteria that are commonly used in measuring students' reading comprehension they are:

1. Main idea (topic)
2. Expression / idiom / phrases in context
3. Inferences (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (unstated details)
7. Supporting idea
8. Vocabulary in context²³

Based on those criterias, it has different in each criteria as follows:

- a) Main idea is an idea/notion that the subject of paragraph development. The main idea is contained in the main sentence.
- b) Expression/idiom/phrase in context. Expression is the act of saying what you think or showing how you feel using words or action. Idiom is a word or phrase which means something different from its literal meaning. Phrase is a group of two or more words that express a single idea but do not usually form a complete sentence.
- c) Inference is same as a conclusion or implied detail of the text.
- d) Grammatical feature is about the grammar of the text likes the kind of the text or the tense that used in the text.

²³ H. Doughlas Brown, *Ibid* .P.206

- e) Detail (scanning for a specially stated detail) is a small part of something.
- f) Excluding fact not written (unstated detail) is the facts or details that or not written on the text.
- g) Supporting idea is a sentence that support the main idea.
- h) Vocabulary is all about the words, word in a language or text.²⁴

Based on statements above, the researcher concluded that reading comprehension is interaction process between the reader and the text to comprehend the words, to relate the words with the target language and understands the purpose of the text. Beside that the reader also must be understand about all of the criteria in reading comprehension like main idea, expression/idioms/phrases in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written, supporting idea and vocabulary in context.

5. How to Test Reading

In test of reading, it is urged to decide what to assess so that we can determine the type of the test appropriately to talk out. After deciding the first step, tester should identify the level of taste and the ages because each level of ages has different ability concerns reading ability. Preparation for expeditious reading test will be the tester's

²⁴ Sunita Tusiana, *The influence of using Thing-Pair-Share technique towards students' reading comprehension on descriptive text at the second semester of the seventh grade at SMP N2 Terbanggi Besar Central Lampung in the academic year of 2017/2018*. UIN Raden Intan Lampung.

ability in how to test whether it will be skimming, search reading, and or scanning.²⁵

According to Muhammad, said that when tester is preparing the assessment. The student may go through some of the consideration such as:

1. Ensuring that tester select an appropriate text.
2. Making sure that the language used in the text is suitably pitched to students' proficiency.
3. Scrutinizing the text to ensure that the information in each paragraph is tested.²⁶

In testing reading, some points should be understood in order to be best in conducting the test. Starting to make preparation such as decide what to assess, determining the level of testee, and providing them the understanding of doing the test.

B. The Nature of Genre Text

1. Concept of Text

According to Siahaan a text is meaningful linguistics unit in a context, it is both a spoken text and written text.²⁷ It means that a text is meaningful linguistic refers to any meaningful spoken or written. Learning the English text is learning to communicate in the culture of the English text if they want to communicate successfully in the English Language.

²⁵ Fernandes Arung, *Language Testing & Evaluasi*. Available on: <https://www.researchgate.net/publication/282804363> (October 2013), (access on March 10, 2018. 19:24 am). P. 5-6

²⁶ Akmar Mohamad. *What Do We Test When We Test Reading Comprehension?*, available on: http://a_mohamad@hotmail.com Universiti Sains Malaysia , (access on March 10, 2018. 20: 45 am). p. 1

²⁷ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: graham ilmu, 2008), p.1

A text can be any linguistic unit, it can be a word, it can also be a sentence, beside, it can also be a paragraph, further it can also be a text which is bigger than a paragraph.²⁸ It means that a text is a meaningful linguistic unit which can be a word, or a sentence, or a paragraph, or even the one which is bigger than a paragraph.

2. Types of Text

Text in English can be classified into several genre, they are:

a. Spoof

Spoof is a text to retell an event with a humorous twist.

b. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

c. Reports

Reports is a text to describe the way things are with reference to arrange of natural, made and social phenomena in our environment.

d. Analytical Exposition

Analytical Exposition is a text to persuade the reader or listener that something in the case.

e. News Item

News Item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

²⁸ *Ibid*,

f. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

g. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

h. Procedure

Procedure text is a text to describe how something is accomplished through a sequence of action or steps.

i. Descriptive

Descriptive text is a text to describe a particular person, place, or thing.

j. Hortatory Exposition

Hortatory Exposition text is a text to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation text is a text to explain the process involved in the formation or workings of natural or socio cultural phenomena.

l. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

m. Review

Review text is a text to critique an art work or event for a public audience.²⁹

Based on the explanation about the text, the researcher can concluded that they are many kinds of text such us narrative, procedure, analytical exposition, etc. Each text has different characteristics and purpose. This research focused on this Descriptive text because suitable with the syllabus of senior high school.

C. The Nature of Descriptive Text

1. Concept of Descriptive Text

Descriptive text is a text which says what a person, place, or thing is like. Its purpose is to describe and reveal a particular person.³⁰ It can be concluded that descriptive text is telling about an object, in this text, the object can be concrete object an abstract object. It can be a person, an animal, a place or thing.

a. Generic Structure of Descriptive Text

A descriptive text will consist of the following generic structure:

1. Identification

In this part introduces to the subject of the description.

²⁹ Linda Gerot, et.al., *Making Sense of Functional Grammar* (Cammeray: Antipodeam Educational Enterprise, 1995), p. 192-205.

³⁰ Nawang Sawitri, *Be Ready Paket Cerdas Lengkap Bahasa Inggris SMA/MA Kelas 10, 11, dan 12*. (IN AzNa Book: Yogyakarta, 2015), p. 140

2. Description

In this part gives detail of the characteristic features of the subject. It may describe part, qualities, characteristics, size, physical appearance, ability, hobbit daily life, etc.³¹

b. Significant Lexico grammatical Features of Descriptive Text

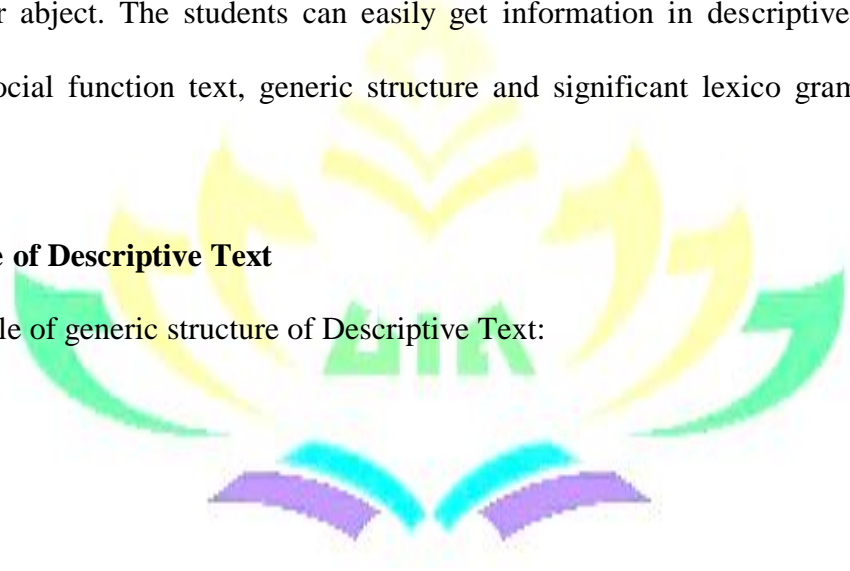
The language features usually found in a descriptive are:

1. Focus on specific participants.
2. Use attributive and identifying of processes.
3. Use of simple past tense.³²

Based on the explanation above, it can be concluded that descriptive text is describing a particular abject. The students can easily get information in descriptive text by knowing social function text, generic structure and significant lexico grammatical features

c. Example of Descriptive Text

The example of generic structure of Descriptive Text:



³¹ Nawang Sawitri, *Ibid*, 141

³² Wardiman, et. al. 2008. *English in Focus for Grade VII Junior High School*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Lake Toba

Lake Toba is a lake and supervolcano. The lake is 100 kilometres long, 30 kilometres wide, and up to 505 metres (1,666 ft) deep. Located in the middle of the northern part of the Indonesia Island of Sumatra with a surface elevation of about 900 metres (2,953 ft), the lake stretches from 2.88°N 98.52°E to 2.35°N 99.1°E. It is the largest lake in Indonesia and the largest volcanic lake in the world.

Lake Toba is the site of a massive supervolcanic eruption estimated at VEI 8 that occurred 69,000 to 77,000 years ago, representing a climate-changing event. It is the largest known explosive eruption on earth in the last 25 million years. According to the Toba catastrophe theory, it had global consequences for human populations: it killed most humans living at that time and is believed to have created a population bottleneck in central east Africa and India, which affects the genetic make up of the human world-wide population to the present.

Source: Nawang Sawitri, *Be Ready! Paket Cerdas Lengkap Bahasa Inggris SMA/MA Kelas 10, 11 dan 12*, Page. 141-142

Based on the example above, the researcher assumes that descriptive text is one of interesting text types can be used as a tool for practicing students reading comprehension, because they will be able to read and understand the text easily if the text is interesting for the students.

2. Concept of Reading Comprehension in Descriptive text

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.³³ In understanding read text information or representations of meaning of the text ideas during the reading process.

Descriptive text is a text which says what a person, place, or thing is like. Its purpose is to describe and reveal a particular person.³⁴ It can be concluded that descriptive text is telling about an object, in this text, the object can be concrete object an abstract object. It can be a person, an animal, a place or thing.

Based on Brown's theory, especially in reading, there are some criteria are commonly used in measuring students reading comprehension, they are:

1. Main idea (topic)
2. Expression / idiom / phrases in context
3. Inferences (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (unstated details)
7. Supporting idea

³³ Wooley Gery, *Reading Comprehension*, <http://www.springer.com/978-94-007-1173-0> (January, 30th 2016, 10.06 am)

³⁴ *Op.cit*, p. 127-167

8. Vocabulary in context³⁵

Based on the explanation above the researcher concludes that reading comprehension in descriptive text is the ability to get meaning of the text in descriptive to describe and reveal a particular person, place, or thing and comprehend the text in order that the students are able to answer the questions and have good understanding of main idea, inferences, grammatical features, detail, excluding facts not written, supporting ideas and vocabulary in context.

D. The Nature of Scaffolding Strategy

1. Concept of Scaffolding Strategy

Vygotsky is a pioneering theorist in psychology who focused on the role of society in the development of the individual. His main concern is that social interaction to interact with the child from “birth onwards” is essential in the cognitive development.³⁶ Learning or cognitive development is the result of scaffolding in social interaction of in individual community, scaffolding brings the opportunities for the individual to learn actively from others, receive help in mutual interactions and construct new knowledge, this represents the principle of Zone of Proimal Development (ZPD).

³⁵ H. Douglas Brown, *Op.Cit*, P.26

³⁶ Attarzdeh, Mohammad., *The effect of Scaffolding on reading comprehension of various text modes on Iranian EFL learners with different proficiency levels*. In: Social sciences and humanities-MESOI. N.4, Vol.2. Available on 9 November 2018, from: www.social-sciences-and-humanities.com/journal/p3679.

The zone of proximal development (ZPD), is best understood as the difference between what a learner can do without help and what he or she do with help. The concept was developed by Soviet psychologist and social constructivist Lev Vygotsky.

Vygotsky's Definition of ZPD presents it as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers.³⁷

According to Piaget's theory of constructionism, the ZPD should be maximized through the help of active learners with peers and teacher. Whereas, according to Vygotsky's theory of social constructionism, scaffolding is temporarily provided and it is gradually removed bit by bit as the learner become more competent independently.³⁸ The concept of Scaffolding is closely related to the ZPD and was developed by other theorists applying Vygotsky's ZPD to educational context.

According to Safadi & Rababah, ZPD provides educational experts a clear and simple guideline about how to support learners at each learning stage. It suggests that the teacher should provide tasks that are at a level just higher than the learners are

³⁷ Lev Vygotsky, L.S., *Mind in Society* .Cambridge, MA: Harvard University Press. P. 1978. (Available on Vygotsky principles on the ZPD and scaffolding)

³⁸ Sukyadi, Didi and Eneng Uswatun Hasanah. *Ibid*.

currently able to do, and teach rules that will help them to make the next stage without help.³⁹

Scaffolding is a process through which a teacher or more competent peer gives aid to the students in her/his. ZPD as necessary, and tapers off this aid as it becomes unnecessary, much as a scaffold is removed from a building during construction. “Scaffolding refer to the way the adult guides the students learning via focused questions and positive interaction”.⁴⁰

According to Larkin, scaffolding is the systematic sequencing of prompted content, materials, tasks, and teacher and peer support to optimize learning. Scaffolding is a process in which students are given support until they can apply new skills and strategies independently.⁴¹ Another definition, scaffolding is defined as a temporary structure that is often put up in the process of constructing a building. As each bit of the new building is finished, the scaffolding is taken down. The scaffolding is temporary, but essential for the construction of the building.⁴² Based on the definition above, it mean that a temporary framework that supports a building under construction. When the structure is strong enough to stand on its own, the scaffolds are removed.

³⁹ Safadi, E., & Rababah, G. (2012). *The effect of scaffolding instruction on reading comprehension skills*. Journal Of Language Studies, 2012. P.1-38.

⁴⁰ N. Balaban,. *Seeing the child, knowing the person*. In Ayers, W. *To become a Teacher*. Teacher college Press. 1995. P. 52

⁴¹ Larkin, Martha, *Using Scaffolding Instruction To Optimize Learning*. December 2002. P. 4, available on <http://files.eric.ed.gov/fulltext/ED474301.pdf> (access on March 15, 2017. 10:00 am)

⁴² Pauline Gibbons, *Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom*. Second edition, Portsmouth: Heineman. 2002, p.16

Scaffolding is a process that enables a child or novice to solve a problem, carry out a task or achieve a goal which be beyond his unassisted efforts.⁴³ According to Alake, scaffolding is a communication process where presentation and demonstration by the teacher is contextualized for the learner. The performance of the study is coached, articulate and elucidated by the learner as support is gradually being removed.⁴⁴ It mean that the process demonstration by the teacher achieve much more for the leaner an assisted completed of the task.

According to explanation above, the researcher assume that scaffolding strategy is the strategy that can make the students become responsible for their leaning, when guided supported and provided with the necessary attributes.

Level of scaffolding support may very much such that, a great deal of support is given when the teacher models the targeted task, giving individual verbal explanations that identify the element of the content and strategy. Little support would be when the teacher only provides cues to some aspects of the task in response to what students have already mastered. Based Hawkins have described levels of support that lie between these three extreme as :

⁴³ D. Wood, J. Bruner and G. Ross, *The role of tutoring problem solving in journal of Child Psychology and Psychiatry*. Vol. 17, pp.89 to 100, December 2006, p. 90. Available on <http://www.reserachgate.net/publication/228039919>. (Accessed on September 25, 2017. 08.45 am)

⁴⁴ Alake, Ese Monica, Ogunseemi, Olatubosun E M.Ed., *Effects of Scaffolding Strategy on Learners' Academic Achievement in Integrated Science at The Junior Seconary School Level.*(European Scientific Journal, July 1013). Available on: <http://eujournal.org/index/php/esj/article/review/1548> (access on October 3, 2017. 21:45 am)

1. Assisted modeling: students are encouraged to participate in the completion of the task
2. Element identification : the teacher identifies the elements of the intelligent behavior as the students complete task.
3. Strategy naming : the teacher refers to the name of the strategy and students employ it on their own.

According to Archer, divides scaffolding reading comprehension into three phases:

Before Reading

Teach the pronunciation of difficult words. Teach the meaning of critical, unknown vocabulary words. Teach or activate any necessary background knowledge. Preview the story or the article.

During Reading

Utilize passage reading procedures that provide adequate reading practice. Ask appropriate questions during passage reading. Teach strategies that can be applied to passage reading. Use graphic organizers to enhance comprehension.

After Reading

Engage students in a discussion. Have students answer written questions. Provide explicit instruction on comprehension skills. Provide engaging vocabulary practice.

Have students write summaries of what they have read.⁴⁵

⁴⁵ Archer, A. (2008). *Scaffolding Comprehension of Informational Text*. [online] Available at: <https://www.scoe.org/files/informational-text.pdf> [Accessed 4 Feb. 2015].

2. Advantages and Disadvantages of Scaffolding Strategy

One of the primary benefits of scaffolding instruction is that it engages the learner. The learner does not passively listen to information presented instead through teacher prompting the learner builds on prior knowledge and forms new knowledge. In working with students who have low self-esteem and learning disabilities, it provides an opportunity to give positive feedback to the students. This leads into another advantage of scaffolding in that if done properly, scaffolding instruction motivates the student so that they want to learn. Another benefit of this type of instruction is that it can minimize the level of frustration of the learner. This is extremely important with many special needs students, who can become frustrated very easily then shut down and refuse to participate in further learning during that particular setting.

Scaffold is individualized so it can benefit each learner. However, this is also the biggest disadvantage for the teacher since developing the supports and scaffold lessons to meet the needs of each individual would be extremely time-consuming. Implementation of individualized scaffolds in a classroom with a large number of students would be challenging. Another disadvantage is that unless properly trained, a teacher may not properly implement scaffolding instruction and therefore not see the full effect. Scaffolding also requires that the teacher give up some of the control and allow the students to make errors. This may be difficult for teachers to do. Finally the teachers' manuals and curriculum guides that I have been exposed to do

not include examples of scaffolds or outlines of scaffolding methods that would be appropriate for the specific lesson content. Although there are some drawbacks to the use of scaffolding as a teaching strategy the positive impact it can have on students' learning and development is far more important.⁴⁶

3. Procedure of Scaffolding Strategy in Teaching Reading Comprehension

First, the instructor does it.

The teacher models how to perform a new or difficult lesson or task, such as what is descriptive text, for example, the teacher may have a partially completed descriptive text on an overhead transparency and scaffold as he or she describes how the meaning, generic structure, illustrates and relationship on descriptive text among the information contained on it.

Second, the class does it.

The teacher and students work together to perform the task or lesson. The students may suggest information to be added to the graphic organizer on descriptive text. As the teacher writes the suggestions on the transparency, students fill in their own copies of the descriptive text.

Third, the group does it.

Students work with a partner or a small cooperative group to complete a graphic of descriptive text.

⁴⁶ Rechel R. Van Der Stuyf. *Scaffolding as a Teaching Strategy*. Adolescent Learning and Development Section 0500 A – Fall 2002. November 17, 2002. Page 11-12.

Fourth, the individual does it.

This is the independent practice stage where individual students can demonstrate their lesson or task. Successfully completing a graphic on descriptive text to demonstrate appropriate relationships among information and receive the necessary practice to help them to perform the task or lesson automatically and quickly.⁴⁷

4. Types of Scaffolding Strategy

The following are a number of scaffolding strategies:

1. Modeling
2. Bridging
3. Contextualizing
4. Schema building
5. Re-presenting text
6. Developing metacognition

In this study, the following strategies are only used:

1. Modeling : According to Richards “a learning process in which a person observes someone’s behavior.”⁴⁸
2. Bridging : This call for activating and building on knowledge that students already have, going from the know to the unknown. Students can make

⁴⁷ Larkin, Martha, *Op.Cit.* p.4

⁴⁸ Richards, Jack C. and Richards Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. 3rd ed. London: Pearson Education Limited. 2002

connections of the new concept or behavior to previous learning. Then, they can show how the new material is pertinent to their live.

3. Schema building : refers to clusters of meaning that are interconnected, how knowledge and understanding are organized. It is essential for teachers to building students' understanding through helping them to see the connection of the new information with their pre-existing structures of meaning through a variety of activities. For example, a teacher may ask students to preview the text, noting heads and subheads, illustrations and their caption of charts.
4. Developing metacognition : as the ability to monitor one's current level of understanding and decide when it is not adequate.⁴⁹

5. The importance of Scaffolding Strategy

Mckenzie summarizes that the importance of scaffolding by saying that strategy:

- a) Provides clear direction and reduces students' confusion concerning the anticipated problems that students may encounter. In addition, it develops step by step instruction, explain what a student must do to meet expectations.
- b) Clarifies purpose which means it assists the students to realize the reason and the importance of doing a certain task.
- c) Keeps students on task by providing pathways foe them. It enables the students to decide the task or lesson that much be explored along it without wandering off the designated task.

⁴⁹ Narmeen Muhmud Muhammad, *The effect of using scaffolding strategies on EFL students' reading comprehension achiement. 2015. University of Baghdad. P. 97-98.*

- d) Clarifies expectation and incorporates assessment and feedback.
- e) Direct the students to use worthy sources provided by teacher, there by confusion, frustration, and time are reduced when students become able to choose suitable resources.
- f) Reduces uncertainty, surprise, and disappointment. This happens when teachers diagnose the possible problems which appear in their lessons. Then, they improve their lesson to eliminate difficulties which in turn maximize learning.⁵⁰

D. The Nature of Translation Strategy

1. Concept of Translation Strategy

Translation has always played a role in language teaching. Translation is a general term referring to the transfer of the transfer of thought and ideas from one language (source of language) to another language (target language) whether the language in written or spoken forms.⁵¹ The statement supported by Rahmat Effendi, translation is the process of transforming message from one language (source language) into another (target language).

2. Procedure of Teaching through Translation Strategy

Language teachers may develop their own procedure as long as they in accordance with the characteristic if the translation strategy. The following procedure of teaching the target language through the Translation Strategy are:

⁵⁰ Narmeen Muhmud Muhammad, *Ibid*, 96-9.

⁵¹ Rahmat Effendi P, *Cara Mudah Menulis dan Menterjemahkan*, Hapsa Et Studia, Jakarta, 2004, p. 6

- a. Class is taught in mother tongue, with little native use of the target (English).
- b. Vocabulary is taught in the form of list of isolated word.
- c. Students translate of isolated word from the target language to their mother tongue.
- d. The teacher asks students in their native language if they have any question, students ask and the teacher answers the question in their native language.
- e. Students memorize vocabulary.⁵²

From the procedure above, unsatisfying in vocabulary teaching may be gotten when use translation strategy. The learning process also bored without any enjoyable and fun class during leaning process. The material will be look unattractive when the material is given. It may be not interest for the student to use translation strategy in reading comprehension.

3. The advantages and disadvantages of Translation Strategy

a. Advantages of Translation Strategy

There are some advantages of Translation Strategy

1. Translation Strategy, the first translate is maintained as the reference system in the learning of the text. Translation from one language to another plays a certain part in language learning. In the Translation Strategy, comparison

⁵² Dr Naveen K. Mehta, *English Language Teaching through the Translation Method (A Practical Approach to Teaching Mongolian CPAs)*, Vovume 14, No. 1 January 2010, available at: <http://translationjournal.net/journal/51mongolian>, retrieved on November 11, 2017 at 10.05 PM.

between two languages help students to have a better understanding of the meaning of abstract words and complicated sentences.

2. Systematic study of grammatical rules plays an important role in fostering students' ability of reading comprehension and producing grammatically correct sentences. It has special importance for students in teachers' colleges from whom a good mastery of the grammar system of the target language. Understanding and manipulating the morphology and syntax will develop students' ability of analyzing and solving problems.⁵³

From explanation above we can concluded that although using translation strategy makes students feel frustrated, it also can make the students more easily to understand the text by translating from one language to another languages.

b. Disadvantages of Translation Strategy

There are also some disadvantages of Translation Strategy:

1. Overemphasis on translation can never emancipate the learners from dependence on the text. The text also make a confuse meaning if the translate not accurances.

⁵³ *Op.cit*, p. 74

2. In the translation strategy, the texts are mostly taken from literary works. The language learned often doesn't meet the practical needs of the learners.⁵⁴

To overcome this problem we do not translate by ourselves but we can consult a dictionary to translate it. So the translation must be accurate to make understand the text. Almost the texts are mostly taken from literary works, so we must be careful in translating the words in the text to get the good meaning from the text about. From that we can easily understand the text.

E. Frame of Thinking

English is a foreign language, English has four skills. Reading is one of the important skills for students. The teacher should be able to choose suitable material and have a good strategy to teach English to be more interesting in the class. In the learning process, it is not only focus on the material but also the teacher should choose the appropriate strategy to teach the students in the class. The teacher makes the students are interested and give their attention to follow learning process, especially in reading to comprehend a text or the material.

Reading is give reader an understanding and information. In reality, students are difficult to comprehend English text. It happens because students do not mastery many vocabularies, so they do not have motivation to learn reading. In this case, the researcher gives alternative by using scaffolding strategy. Scaffolding is temporarily

⁵⁴ *Ibid*

provided and it is gradually removed bit by bit as the learners become more competent independently. And made the students are also easier in reading. Strategy not only can help the students to be more active in reading but also make students to comprehend reading text. In other words by scaffolding the students can understand about the text or get more information in reading comprehension. In this case above, the researcher will use scaffolding strategy in teaching reading comprehension.

F. Hypothesis

Based on the theories and assumption above, the researcher formulated the hypothesis as follow:

H_a : There is significant influence of scaffolding strategy toward students' reading comprehension skill on *Descriptive Text* at the second semester of the tenth grade at SMK PGRI 4 Bandar Lampung in the Academic Years 2018/2019.

H_0 : There is no significant influence of scaffolding strategy towards students' reading comprehension skill on *Descriptive Text* at the second semester of the tenth grade at SMK PGRI 4 Bandar Lampung in the Academic Years 2018/2019.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used experimental research. According to Ary, experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.⁵⁵ The kind of experimental design are Pre-experimental Design, True Experimental Design, and Quasi Experimental Design.⁵⁶ In experimental design it will be used Quasi Experimental Design. Quasi Experimental Design are similar to randomized experimental design in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups the variety of Quasi Experimental design can be divided into two main categories, they are post-test only control group design and pretest – posttest group design.⁵⁷ In this case, the quasi experimental pretest-posttest group design will be used. The research design can be presented as follows:

⁵⁵ Donald Ary. Et.al. *Introduction to Research in Education English Edition*. Canada: Wadsworth. Cengage Learning, 2010 P. 316

⁵⁶ Sugiyono. *Metode Penelitian Pendidikan Kuantitatif, Kuantitatif dan R&D*. Bandung: Alfabeta, 2013, P. 108

⁵⁷ Donald Ary, et.al; op. Cit. p.317

Table 3.1
The Research Design

Experimental class	Pre-test	Treatment by using Scaffolding Strategy	Post-test
Control class	Pre-test	Treatment by using Translation Strategy	Post-test

B. Variables of the Research

A variable is a characteristics or attribute of an individual or an organization that a researcher can mean or observe and varies among individuals or organization study. They are two variables in this research namely: Independent variable and Dependent variable. An independent variable is variable selected by the researcher to determine their effect on the relationship with the dependent variable. The dependent variable is observed to determine what effect, if any the other types of variable may have on it.⁵⁸

In this research, there were two variables they are as follows:

1. Independent variable

The independent variable in this research is Scaffolding Strategy that is symbolized by (X)

⁵⁸ Jack R, Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education*, (New York, McGraw – Hill, 2008), p.42

2. Dependent variable

The dependent variable in this research is the students' Reading Comprehension in descriptive text is symbolized by (Y)

C. Operational Definition of Variable

The Operational variables in this research are as follows:

1. Independent Variable (X)

Scaffolding is a process in which students are given support until they can apply new skills and strategies independently

2. Dependent Variable (Y)

The students' reading comprehension on descriptive text is the ability to comprehend the reading material that tells the reader about a story as if the readers take part in the story that I purposed to amuse the readers with good ability to deal with question related to main idea, inference (implied detail), grammatical features, detail (scanning for a specially unstated detail), excluding fact not written (unstated details), supporting idea, vocabulary in context.

D. Population, Sample, and Sampling Technique

1. Population of the research

According to Creswell, a population is a group of individuals who have the same characteristics.⁵⁹ In this research, the population, will the tenth grade students

⁵⁹ John W. Creswell, *Op.Cit.*, p. 142

of SMK PGRI 4 Bandar Lampung in academic year 2017/2018. The number of students are 96 students in 3 classes. The distribution of the students of the research can be seen in the following table. (See Appendix 4)

Table 3.2
Total Number of the Students at the Tenth Grade of SMK PGRI 4
Bandar Lampung in Academic Year of 2017-2018

No.	Class	Gender		Number of students
		Male	Female	
1	X PM	20	11	31
2	X AK I	8	27	35
3	X AK II	8	22	30
Total		36	60	96

Source : The data of students tenth grade at SMK PGRI 4 Bandar Lampung

2. Sample of the Research

Term sample should be reserved for a set of units or portion of an aggregate of material which has been selected in the belief that it will be representative of the whole aggregate. According to Frank Yates: sample is set of units of an aggregate. Good and Hatt state, a sample as the name implies, is a smaller representation of a larger whole”.⁶⁰ It means that sample is a group of individuals as a part of population which is chosen from the whole population.

⁶⁰. Prabhet Pandey and Meenu Mishra Pandey. *Research Methodology: Tools and Techniques*. Bridge Center, 2015. P. 42.

3. Sampling Technique

Sampling is the process of selecting a sample from the population.⁶¹ In this research, the researcher used cluster random sampling technique. The researcher was conducted the research at the tenth grade consists of two classes. The steps in determining the experimental class and control class as follows:

- a. The first, the name of each box was written in small pieces of rolled paper.
- b. The second, these pieces of paper were rolled and put into the box.
- c. Third, the researcher shake the box and take one of the pieces of rolled paper for the experimental class.
- d. Next, the researcher shake the box again and take one pieces of rolled paper. The name of class must be different with the name in the first shaken so for the second paper as the control class.

E. Data Collecting Technique

In collecting the data, the researcher used objective test. The test were pretest and posttest:

1. Pre-Test

The researcher gave pre-test to the students before giving the treatments in order to know the basic of students reading comprehension skill before treatments and also the students' mean score. The test have do by given multiple choice questions. The

⁶¹ Ibid ., p.43

students answered the questions on the answer-sheets. Then the researcher did the scoring based on their answers on the test.

2. Post-Test

Post-test gave after conducting the treatment. It gave to known the students' reading comprehension skill by using scaffolding strategy. The researcher give the students same test, they are multiple choice questions. In the Post-test the students also were asked to answer the reading comprehension test in form to multiple choice question about Descriptive Text consist of 25 items.

F. Research Procedure

In this research, there are some steps in research procedure. They are:

1. Planning

a. Determining the Subject of the Research

The subject of the research was the students at the first semester of the tenth grade of SMK PGRI 4 Bandar Lampung. In this case, X PM 2 was the experimental class and X PM 1 was the control class.

b. Preparing the Try-out

The try-out test was prepared and given to the students from the different sample. In this case, X AK was chosen as the try-out class. The test in the form of multiple choice consists of 50 items with four option a, b, c or d.

c. Preparing the Pre-test

The pre – test was given based on the items selected in the try – out. Based on the calculation using SPSS, 25 items from 50 try – out items were valid.

d. Determining Material to be taught

The materials were determined based on the syllabus. This research was focused on the reading comprehension of descriptive text.

e. Preparing the Post-test

The researcher prepared a kind of test (called post-test) that give to the students. Based on the calculation using SPSS, 25 items from 50 try – out item were valid.

2. Application

After planning, the researcher tried to apply the research procedure that is already planned. The steps were as follows:

a. Pre-test

This test was in the form multiple choice consists of 25 items with four options a, b, c, and d. the test distribute in class tenth. (See Appendix 7)

b. Treatment

After giving the pre-test to the students, the treatments by using Scaffolding strategy were given in the experimental class. The treatments were three meetings.

c. Post-test

This test was in the form of multiple choice consists of 25 items with four options a, b, c or d. (See Appendix 9)

3. Reporting

The last step that should be done in the research procedure was reporting. They were:

- a. Analyzing data received from try-out test.
- b. Analyzing received from pre-test and post-test.
- c. Making report on the finding.

G. Instrument of the Research

According to Rony Kountur, instrument is a tool that is used to collect the data.⁶²

Therefore, the researcher instrument that use in this researcher is reading test in the form of multiple choice question (MCQ) as a tool for testing in order to know students' reading comprehension skill. The test content 50 items with four alternative options that are A, B, C, and D. The specification test of pre-test and post-test were as follows:

Table 3.3
The specification Try-Out of Pre-test and post-test before Validity Test

No .	Aspects	Pre-test		Total	Post-test		Total
		Odd	Even		Odd	Even	
1.	Main Idea	35, 37, 39, 45	4, 24, 28, 30, 32, 46	10	9, 15, 17, 23, 31, 33, 37, 45, 49	8, 26, 28, 50	13
2.	Expression / idiom / phrases in context	13, 31	12	3	21, 29	18, 24	4
3.	Inference(implied	9, 11,	20	5	7, 25, 39	30, 42,	6

⁶². Rony Kountur, *Metode Penelitian Untuk Penulisan Skripsi dan Tesis*, Jakarta: PPM, 2003, P. 52

	detail)	29, 47				46	
4.	Grammatical features	7, 17, 19	2, 26, 36, 50	7	3, 5, 19, 27	12, 22, 32, 36, 38	9
5.	Detail (scanning for a specially stated detail)	15, 23, 25, 27, 33, 41	6, 16, 18, 34	10	1, 13	2, 4, 6, 10, 14, 16, 20, 34, 44	11
6.	Excluding facts not written (Unstated Details)	21, 49	10, 22, 44	5	11, 35, 41, 43, 47	-	5
7.	Supporting Idea	1, 5	42	3	-	40	1
8.	Vocabulary in context	3, 43	8, 38, 40, 14, 48	7	-	48	1
Total		25	25	50	25	25	50

Based in the table of pre-test, Main idea consist of 10 items. They are items 4, 24, 28, 30, 32, 35, 37, 39, 45 and 46. Expression/idiom/phrases in context consist of 3 items. They are items 12, 13 and 31. Inference (implied detail) consist of 5 items. They are items 9, 11, 20, 29 and 47. Grammatical feature consist of 7 items. They are items 2, 7, 17, 19, 26, 36 and 50. Detail (scanning for a specially stated detail) consist of 10 items. They are items 6, 15, 16, 18, 23, 24, 25, 27, 33, 34 and 41. Excluding facts not written (unstated Details) consist of 5 items. They are items 10, 21, 22, 44 and 49. Supporting idea consist of 3 items. They are items 1, 5 and 42. Vocabulary in context consist of 7 items. They are items 3, 8, 14, 38, 40, 43 and 48.

Based on the table of post-test, Main idea consist of 13 items. They are items 8, 9, 15, 17, 23, 26, 28, 31, 33, 37, 45, 49 and 50 Expression/idioms/phrases in context

consist of 4 item. They are items 18, 21, 24 and 29. Inference (implied detail) consist of 6 items. They are items 7, 25, 30, 39, 42 and 46. Grammatical feature consist of 9 items. They are items 3, 5, 12, 19, 22, 27, 32, 36 and 38. Detail (scanning for a specially stated detail) consist of 11 items. They are items 1, 2, 4, 6, 10, 13, 14, 16, 20, 34, and 44 . Excluding facts not written (Unstated Detail) consist of 5 items. They are items 11, 35, 41, 43 and 47. Supporting idea consist 1 item. It is item 40. Vocabulary in context consist 1 item. It is item 48.

The specification of Pre-test and Post-test were as follows:

Table 3.4
The specification of Pre-test and Post-test after Validity Test

No.	Aspects	Pre-test		Total	Post-test		Total
		Odd	Even		Odd	Even	
1.	Main Idea	37, 39	24, 30, 32, 46	6	9, 31, 33, 37, 45, 49	-	6
2.	Expression / idiom / phrases in context	13	12	2	21, 29	18	3
3.	Inference(implied detail)	9, 11, 29, 47	20	5	7, 25, 39	42	4
4.	Grammatical features	17, 19	36	3	3, 27	12, 22	4
5.	Detail (scanning for a specially stated detail)	23, 25, 41	6, 18, 34	6	1, 13	2, 4, 10, 34	6
6.	Excluding facts not written (Unstated Details)	-	10, 22	2	41	-	1
7.	Supporting Idea	5	-	1	-	-	-
8.	Vocabulary in context	-	-	0	-	48	1
Total		13	12	25	16	9	25

Based in the table of pre-test, Main idea consist of 6 items. They are items 24, 30, 32, 37, 39 and 46. Expression/idiom/phrases in context consist 2 items. They are items 12 and 13. Inference (implied detail) consist of 5 items. They are items 9, 11, 20, 29 and 47. Grammatical feature consist 3 items. They are items 17, 19 and 36. Detail (scanning for a specially stated detail) consist of 6 items. They are items 6, 18, 23, 25, 34 and 41. Excluding facts not written (unstated Details) consist 2 items. They are items 10 and 22. Supporting idea consist of 1 item. It is item 5. Vocabulary in context consist of 0 item.

Based on the table of post-test, Main idea consist of 6 items. They are items 9, 31, 33, 37, 45 and 49. Expression/idioms/phrase in context consist of 3 item. They are items 18, 21 and 29. Inference (implied detail) consist of 4 items. They are items 7, 25, 29 and 42. Grammatical feature consist of 4 items. They are items 3, 12, 22 and 27. Detail (scanning for a specially stated detail) consist of 6 items. They are items 1, 2, 4, 10, 13 and 34. Excluding facts not written (Unstated Detail) consist of 1 items. It is items 41. Supporting idea consist 0 items. Vocabulary in context consist 1 item. It is item 48.

H. Scoring System

The scoring research that used is formula from Arikunto.⁶³

$$S = \frac{R}{n} \times 100$$

⁶³. Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta : Bumiaksara, 2013, secont edition), p.272

Notes:

S : Score

R : Totally answer right

N : Totally item

I. Validity and Reliability of Test

1. Validity of the Research

The validity is an important quality of any test. It is a condition in which a test can measure what is support to be mastery. According to Arikunto, validity is a measurement which shows the degree of validity of a instrument.⁶⁴ It means that validity is to know the result, the researcher was measure test. To measure that the test has good validity, the researcher use content validity, construct validity and internal validity.

a. Content Validity

According Best and Kahn say that content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.⁶⁵ It means that test should appropriate with learning material. Content validity is the level validity of the instrument that can be takes from cause textbook, syllabus, objectives, and the

⁶⁴. *Ibid*, p. 211.

⁶⁵. John W. Best and James V. Kahn, *Research in Education* (7th Edition), (New Delhi : Prentice Hall, 1995), p.219.

judgment of subject matter specialists. To get content validity, the test adapts with the textbook and based on the syllabus for the first semester of the tenth grade of senior high school which is about Descriptive Text. The instrument was consulted to the lecturer of UIN Raden Intan Lampung Mr. Agus Htdayat, M.Pd as a validator. He stated that the instrument of the research was suitable with the learning material and syllabus for tenth grade.

b. Construct Validity

According to Creswell, construct validity is a determination of the significance, meaning, purpose, and use of scores from an instrument.⁶⁶ It mean that construct validity is determining kind of test based on the theoretical which measure reading comprehension. This research made a reading test that can measure students' reading comprehension. The assessment is using seven specifications of reading comprehension that adapted from Brown. To make sure the researcher consulted to the English lecture of UIN Raden Intan Lampung Mr. Agus Hidayat M, Pd as a validator, for determining whether the test had obtained construct validity or not. After the instrument was consulted with the validator, the instrument was suitable for the eight aspects of reading comprehension (See Appendix 5)

c. Item validity

The items validity was used to measure the validity of the test items. The try – out of the test to students from the different sample was given. The try – out was conducted

⁶⁶ *Op.cit.*, p.618.

in the X AK which consisted of 35 students. In this case, the researcher using SPSS (*Statistical Package for Social Science*) to calculate the data obtained from the try-out to find the items validity of each item. The items validity was employed Pearson Product Moment.

The criteria for the item validity were:

If $r_{\text{observed}} > r_{\text{critical}} = \text{Valid}$

If $r_{\text{observed}} < r_{\text{critical}} = \text{Invalid}$

The result of the try - out showed that the N was 35 students so the $r_{\text{critical}} = 0.334$. Based on the calculation using SPSS, 25 items of 50 try – out items were valid for pre-test. They were the items number 5, 6, 9, 10, 11, 12, 13, 17, 18, 19, 20, 22, 23, 24, 25, 29, 30, 32, 34, 36, 37, 39, 41, 46 and 47. While the invalid items were 25 items. They were the items number 1, 2, 3, 4, 7, 8, 14, 15, 16, 21, 26, 27, 28, 31, 33, 35, 38, 40, 42, 43, 44, 45, 48, 49, and 50. (See Appendix 11)

And the items were Invalid for post-test. They were the items number 1, 2, 3, 4, 7, 9, 10, 12, 13, 18, 21, 22, 25, 27, 29, 31, 33, 34, 37, 39, 41, 42, 45, 48 and 49. While the invalid items were 25 items. They were the items number 5, 6, 8, 11, 14, 15, 16, 17, 19, 20, 23, 24, 26, 28, 30, 32, 35, 36, 38, 40, 43, 44, 46, 47 and 50. (See Appendix 12)

2. Reliability of the Research

Reliability is a measuring instrument. Ary states that reliability of a measurement is the degree of consistency with which it measures whatever it is measuring.⁶⁷ A good test must have high validity. This can be done by examining the students' reading test to know the reliability of the test. The next step is to compute the reliability of the text. Reliability refers to whether the test is consistent in its scoring and give us an indication of how accurate the test scores are. This research used SPSS (*Statistical Package for Social Science*) to know the reliability of the test. The criteria of reliability test are:

0.800 - 1.000	= Very high reliability
0.600 – 0.799	= High reliability
0.400 – 0. 599	= Medium reliability
0.200 – 0. 399	= Low reliability
0.000 – 0.199.1	= Very low reliability ⁶⁸

From the criteria of reliability above, it could be drawn a conclusion that the Cronbach's Alpha of reliability in pre-test was 0.714 and the result of reliability for post-test was 0.682. Based on the criteria of reliability, the level of reliability of the instrument was high reliability. It means that reliability of the test in the research are reliable. (See Appendix 15).

⁶⁷ Donald Ary, Lucky Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, (8th Edition), (Canada: Wadsworth, Cengage Learning, 2002), p. 236

⁶⁸. Sugiyono, *Metode Penelitian Kuantitatif Kualitatif*, (Bandung: Alfabeta, 2011), p.184

J. Data Analysis

The data was analyze by using independent sample t-test. The independent sample t-test was used in this research because there were two independent samples in this research they were the experimental class and the control class. The independent sample t-test was used to compare the mean of two groups of different subjects on one variable. There were two assumptions that were done before analyze the data by using independent sample t-test.

1. Normality test

The normality test is use to know whether the data in the experimental class and control class are normally distribute or normally or not. In this research, the statistical computation by using SPSS (*Statistical Package for Social Science*) was used to know whether the data is normal or not.

H_0 : The data have normal distributed

H_a : The data do not have normal distributed

While the criteria of acceptance or rejection of normality test are:

H_0 : is accept if $Sig. (P_{value}) > \alpha = 0.05$

H_a : is accept if $Sig. (P_{value}) < \alpha = 0.05$

2. Homogeneity Test

After the normality test, Homogeneity test is used to determine whether the data obtain from the sample homogeneous or not. In this research, the researcher use

statistical computation by using SPSS (*Statistical Package for Social Sciences*) was used for homogeneity of the test. (See Appendix 14)

H_a is accepted if $\text{Sig.} > \alpha = 0.05$

H_0 is accepted if $\text{Sig} < \alpha = 0.05$

The hypotheses for the homogeneity test were:

H_a : The variance of the data is not homogeneous

H_0 : The variance of the data is homogeneous

While the criteria of acceptance or rejection of hypothesis test are:

H_a is accept if $\text{Sig} < \alpha = 0.05$

H_0 is accept if $\text{Sig} > \alpha = 0.05$

3. Hypothetical Test

The statistical computation by using SPSS (*Statistical Package for Social Sciences*) was used for hypothetical of the test in this research. The purpose of using SPSS, in this case, was to practically and efficiency in the study. The independent sample t-test was used in this research, it was used there were two independent samples in this research they were the experimental class and the control class. The independent sample t-test was used to compare the mean of two groups on one variable. (See Appendix 17)

H_a is accepted if $\text{Sig} < \alpha = 0.05$

H_0 is accepted if $\text{Sig} > \alpha = 0.05$

They hypotheses are:

H_a : There is significant influence of scaffolding strategy to develop students' reading comprehension skill on descriptive text at the first semester of the tenth grade at SMK PGRI 4 Bandar Lampung in academic year of 2018/2019.

H_0 : There is no significant influence of scaffolding strategy to develop students' reading comprehension skill on descriptive text at the first semester of the tenth grade at SMK PGRI 4 Bandar Lampung in academic year of 2018/2019.

While the criteria of acceptance or rejection of hypothetical test are:

H_a is accepted, if the score of $t_{observed} > t_{critical}$

H_0 is accepted if the score of $t_{observed} < t_{critical}$



CHAPTER IV RESULT AND DISCUSSION

A. Description of the Treatment

In SMK PGRI 4 Bandar Lampung, there were three classes at the tenth grade. But in this research only took two classes as Experimental Class and Control Class. After the result of taking sampling by using random sampling technique. In the class X PM 1 as control class and X PM2 as experimental class. (See Appendix 20)

The treatments for the Experimental Class were held three times on August 1st, 2nd and 6th, 2018. The treatment for the control class were held three times on August 6th, 9th and 10th, 2018. The data in this research was in form of score. The score was derived from pre-test and post-test. Before the pre-test, the try-out to the students was conducted. The try-out was held on July 28th, 2018. The try-out consisted of 50 items with four options a, b, c and d. The purpose of the try-out was to know the validity and reliability of the test items. After conducted the try-out, the pre-test was given. The pre-test was held on July 30th, 2018. The pre-test consisted of 25 items with four options a, b, c and d. After the pre-test, the treatments were given to the students. The last was post-test which was held and on August 13rd, 2018. In the post-test, the multiple choice test consist of 25 items was given to the students after the treatments.

After doing the research, got the result of the research such as pre-test and post-test. After the gave the pre-test and post-test both experimental and control class, the

researcher got the score that would be compared to know whether there was any significant influence for the students' reading comprehension after they were given the treatment by using Scaffolding Strategy.

B. Research Procedure

The research started on July 23rd, 2018. Before conducting the research, the permission to conducted the research at SMK PGRI 4 Bandar Lampung. After the getting the permission, the research was conducted though these following steps:

1. Determining the subject of the research, namely the students at the first semester of SMK PGRI 4 Bandar Lampung.
2. Designing the reading test which was the Descriptive Text in the form of multiple choice, the test consisted of 100 questions for both pre-test and post-test.
3. Determining the sample of research by using cluster random sampling.
4. Holding the try-out test to know the reliability of the test and validity of the test. The test was given to the students out of the sample of the research.
5. Holding the pre-test in order to know the students' reading comprehension pf descriptive text before they had treatment.
6. Analyzing the data that were gotten the pre-test.
7. Giving the treatment to the sample of the research. The treatment were given to the Experimental Class by using Scaffolding Strategy was implemented in teaching and learning reading comprehension descriptive text.

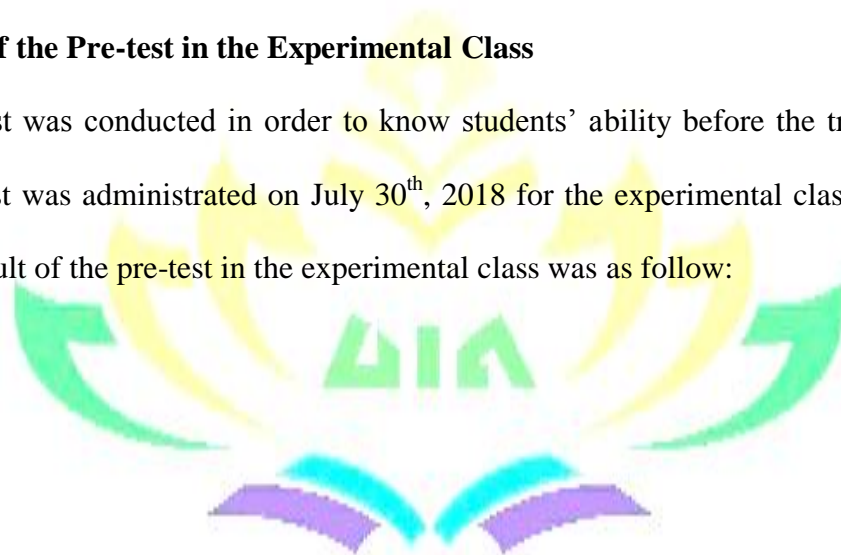
8. Holding post-test to know the students' reading comprehension of descriptive text after the treatments.
9. Analyzing the data gotten though post-test. The data were analyzed by using SPSS (*Statistics Package for Social Science*).
10. Testing the hypothesis and making the conclusion.
11. Reporting the result of the research.

C. Result of the Research

After doing the research, the result of pre-test and post-test were obtained. The tests were conducted in two classes, the first was experimental class and the second was the control class.

1. Result of the Pre-test in the Experimental Class

The pre-test was conducted in order to know students' ability before the treatment. The pre-test was administrated on July 30th, 2018 for the experimental class (X PM 2). The result of the pre-test in the experimental class was as follow:



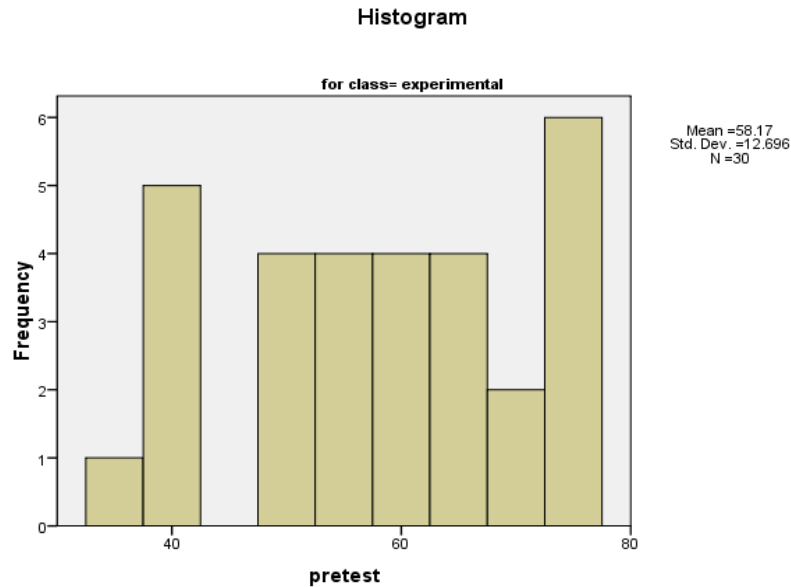


Figure 1
The result of Pre-test in experimental class

Based on score that was gotten from pre-test, analyzed the data by using SPSS. The result of the pre-test in the experimental class was 58.17. The highest score was 75 and the lowest score was 35. The median score was 60 and variance was 161.178. (See Appendix 18 and 21)

2. Result of Pre-test in the Control Class

The Pre-test was conducted in order to know students' ability before the treatment. The pre-test was administrated on July 30th, 2018 for the control class (X PM 1). The result of the pre-test in the control class was as follow:

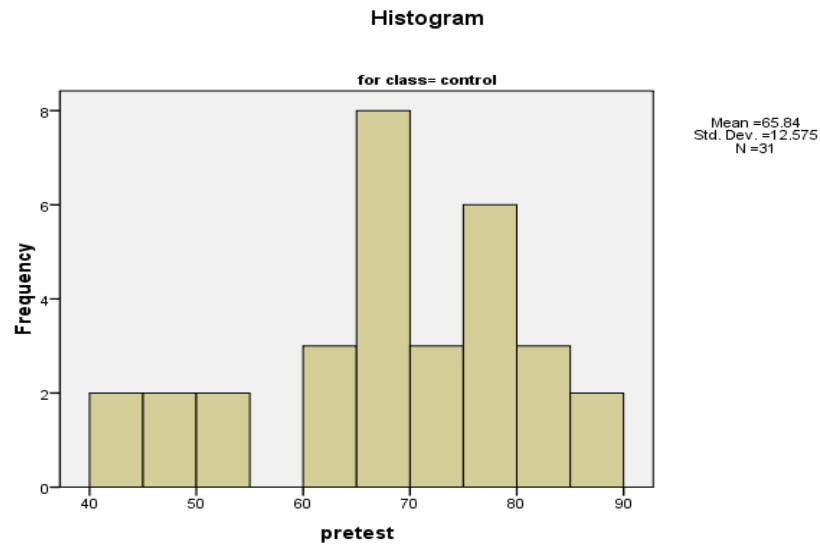


Figure 2
The result of Pre-test in control class

The data were analyzed by using SPSS. The result of the pre-test in control class the mean was 65.84. The highest score was 86 and the lowest score was 40. The median score was 65 and variance was 158.140. (See Appendix 18 and 21)

3. Result of the Post-test in the Experimental Class

The post-test was conducted in order to know students' ability after the treatment. The post-test was administrated on August 13th, 2018 at 12:45 P.M for the experimental class (X PM 1). The results of the post-test in the experimental class was as follow:

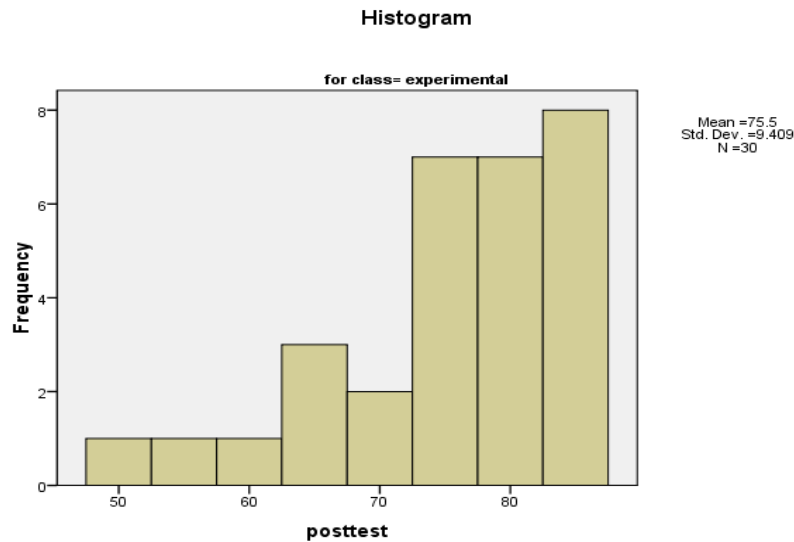


Figure 3
The result of post-test in Experimental Class

The data were analyzed by using SPSS. The result of the post-test in the experimental class showed that the mean was 75.50. The highest score was 85. The lowest score was 50. The median score was 77.50 and variance was 88.534. (See Appendix 19 and 22)

4. Result of the Post-test in the Control Class

The post-test was conducted in order to know students' ability after the treatment. The post-test was administrated on August 13th, 2018 at 15:55 P.M for the control class (X PM 2). The result of the post-test in the control class was as follow:

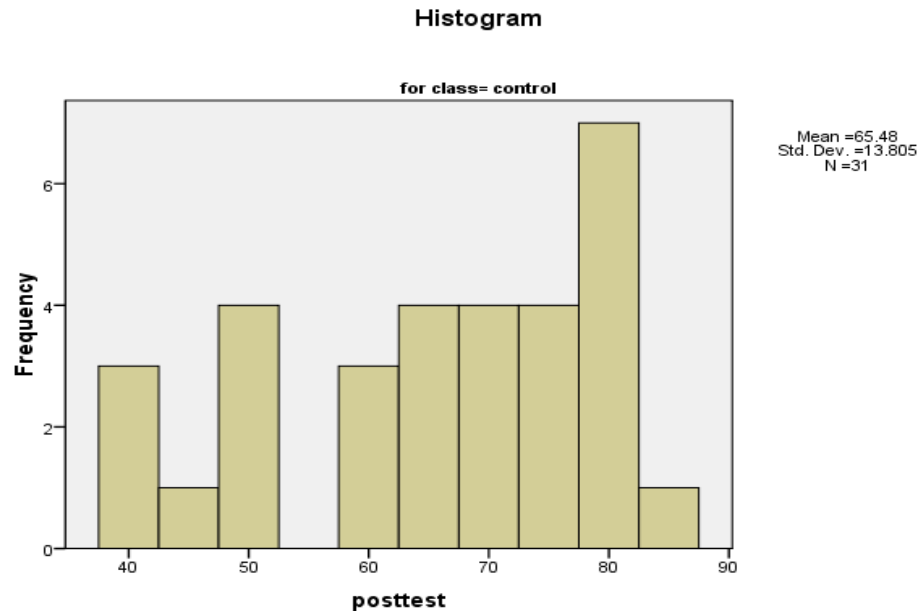


Figure 4
The result of post-test in Control Class

The data were analyzed by using SPSS. The result of the post-test in the control class showed that the mean was 65.48. The highest score was 85. The lowest score was 40. The median score was 70 and variance was 190.591. (See Appendix 19 and 22)

D. Data Analysis

1. Fulfillment of the Assumption

After collecting the data, the data were analyzed by using independent sample t-test. The independent sample t-test was used in this research because there were two independent samples in this research they were the experimental class and control class. The independent sample t-test was used to compare the mean of two groups of

different subject on one variable. There were two assumptions that were done before analyzed the data by using independent sample t-test.

a. The Result of Normality Test

The normality test was used to measure whether the data in the experimental class and control class were normally distributed or not.

The hypothesis were :

H_0 = the data have a normal distribution.

H_a = the data are not normal distributed.

The criteria of acceptance of the hypotheses for normality test were:

H_0 is accepted if Sig. (P value) $> \alpha = 0.05$

H_a is accepted if Sig. (P value) $< \alpha = 0.05$

Table 4.1

**The result of the Normality Test
in the Experimental and the Control Class**

Gain	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	Experimental	.135	30	.174	.951	30	.178
	Control	.185	31	.009	.940	31	.082

a. Lilliefors Significance Correction

* This is a lower bound of the true significance

Based on the Table 4.1, it could be seen that the P_{value} (*Sig.*). For the experimental class was 0.174 for Kolmogorov - Smirnov^a and 0.178 for Shapiro - Wilk. While *Sig.* for control class was 0.009 for Kolmogorov - Smirnov^a and 0.082 for Shapiro - Wilk. Because *Sig.* (P_{value}) of experimental class $< \alpha = 0.05$ it means for control class > 0.05 $\alpha = 0.05$ it means H_a is rejected. So, it can be concluded that the data in the experimental and the control class have normal distribution. It were calculated based on the gain of the experimental and control class. (See Appendix 13)

b. The result of the Homogeneity Test

After knowing the normality the data, the homogeneity test was done to know whether the data were homogeneous or not.

Table 4.2
The Result of the Homogeneity Test

	Levene Statistic	df1	df2	Sig.
gain Based on Mean	.855	1	59	.359
Based on Median	.828	1	59	.367
Based on Median and with adjusted df	.828	1	48.901	.367
Based on trimmed mean	.774	1	59	.382

Based on the table 4.2, it can be seen that *Sig.* (P_{value}) based on mean was 0.359, and $\alpha = 0.05$. It means that *Sig.* (P_{value}) $> \alpha$ and H_o is accepted. So, it can be concluded that the data variance was homogeneous. (See Appendix 14)

c. The Result of the Hypothetical Test

Based on the various explanation that the normality and homogeneity test was satisfied. Therefore, the independent hypothetical test sample t-test by using SPSS (*Statistics Program for Social Science*) was conducted.

The hypothesis were:

H_a : There is significant influence of scaffolding strategy to develop students' reading comprehension skill on descriptive text at the first semester of the tenth grade at SMK PGRI 4 Bandar Lampung in academic year of 2018/2019.

H_o : There is no significant influence of using scaffolding strategy to develop students' reading comprehension skill on descriptive text at the first semester of the tenth grade at SMK PGRI 4 Bandar Lampung in academic year of 2018/2019.

The criteria of the hypothetical test as follows:

H_o is accept if $Sig. (P_{value}) > \alpha = 0.05$

H_a is accept if $Sig. (P_{value}) < \alpha = 0.05$

Table 4.3
Result of Hypothetical Test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
gain Equal variances assumed	.855	.359	4.086	59	.000	17.688	4.329	9.027	26.350
			4.108	54.416	.000	17.688	4.305	9.058	26.319

Based on the results of the independent sample t-test in table 4.3, that the value of significant generated the $Sig. (P_{value}) = 0.000 < \alpha = 0.05$. So, the H_a is accepted and the H_o is rejected. Based on the computation, it can be concluded that there was a significant influence of scaffolding strategy to develop students' reading comprehension skill on descriptive text at the first semester of the tenth grade at SMK PGRI 4 Bandar Lampung in academic year of 2018/2019. (See Appendix 17)

E. Findings

At the beginning of the research, the pre-test was administered to know the students' achievement in reading on the Descriptive Text before they were given the treatment. The treatment for three time in class X (PM 2) as the experimental class. The first meeting was conducted the pre-test on July 30th, 2018. The pre-test was given in experimental class and control class. Experimental class consists of 30 students and control class 31 students. The second meeting was conducted on August 1th, 2018. In this meeting the treatments was began. The treatment was conducted in three meetings. On August 6th, 2018 the treatment was done. For the last meeting, the students in experimental class and control class were given the post-test on August 13th, 2018. In this meeting all the students both experimental class and control class allowed to follow the post-test. The result that the mean score of pre-test in the experimental class was 58.17 while in the control class was 65.84. It showed that the mean of both class was low

As the next step, gave the treatment both experimental class and control class. The material of Descriptive text for first meeting about describing a place by using Scaffolding Strategy in class X (PM 2) as the experimental class and Translation Strategy in the X (PM 1) as the control class. The second meeting the material was about describing an animal and for the last topic was about describing a people.

After pre-test, the students were taught through Scaffolding Strategy in the experimental class and through Translation Strategy in control for three times. Before doing the treatment, the procedures of both strategies were explained to the students.

After the treatments were done, the post-test for the experimental and the control class was given. The post-test was given to measure the improvement of students' reading comprehension on the Descriptive text after the treatments. The mean score of post-test in the experimental class was 75.5 while in the control class was 65.48.

Based on the finding of the research, it was found that there were significant differences between the students who were taught using Scaffolding Strategy and the students who were taught using Translation Strategy. It could be seen from the mean post-test in the experimental class was 75.5 higher than the mean of post-test than the mean of post-test in the control class that was 65.58. After the calculated the data by using computation of *SPSS* the independent sample t-test, *Sig.*(P_{value}) was 0.000 and $\alpha = 0.005$ it means that *Sig.* $P_{\text{(value)}} < \alpha = 0.05$ and H_a is accepted. It means that the most improvement was in the experimental class.

From the analysis, we knew that the students who got the treatments by Scaffolding Strategy got a better result than the students that taught without Scaffolding Strategy in teaching reading comprehension of Descriptive text. It was proved by the increasing average score in the experimental class. Scaffolding Strategy could improve each aspect of students reading comprehension including main idea (topic), expression / idiom / phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, and vocabulary in content.

However, some problems were faced in this research. There were some students still difficult to work together, they passive in the group and they still confuse with the strategy and the text. So an explanation and guide were given to the students to complete their task.

F. Discussion

Based on the finding of the research, it was found that the students who were taught by using Scaffolding Strategy have been improved of reading comprehension than those who were taught by using Translation Strategy because the students who were taught by using Scaffolding Strategy by making a group to help students identify the main idea and the related supporting idea of the text by working together and share their idea. So that the students easily to absorb the material.

Scaffolding Strategy helps students to understand reading texts. It can add insight or knowledge to them, knowledge is very important for all people. The people who are knowledge able the meaning of the implied or explicit. As in the Qs Al - Ankabut: 43

وَتِلْكَ الْأَمْثَلُ نَضْرِبُهَا لِلنَّاسِ وَمَا يَعْقِلُهَا إِلَّا الْعَالِمُونَ ﴿٤٣﴾

“And such are the Parables We set forth for mankind, but only those understand them who have knowledge”. (Qs. Al – ankabut: 43)⁶⁹

Based on the result of the pre-test before Scaffolding Strategy was implemented, the ability of students to comprehend the text was lower than after Scaffolding Strategy was implemented. After getting the treatments and post-test was conducted, it founded that there was significant difference between the experimental class and control class where the post-test score of the experimental class was higher. It could be seen the mean pre-test score of control class was 65.84 and in the post-test was 65.48. While the mean of pre-test score of experimental class was 58.17 and in the post-test was 75.50. It means that the most improvement was in the experimental class.

The result of the data analysis showed that the strategy of using Scaffolding Strategy in teaching reading descriptive text seemed to be applicable for the first semester of the tenth grade at SMK PGRI 4 Bandar Lampung. The strategy encouraged the students to be more active and motivated in the teaching reading, especially in text type.

Scaffolding Strategy introduced by Mahmoud A. Al Aila who said that Scaffolding Strategy is the strategy that can make the student become responsible for their learning, more motivated, and more successful, when guided, supported and provided

⁶⁹ Allama Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text with English Translation of the Meaning*, (King Fahd Holy Quran Printing Complex, 1987), p. 198

with the necessary attributes. It means that the scaffolding strategy is strategy in teaching learning process that will be help students more active and easier to comprehend the material.

Based on the previous by Handrini Astuti applying “The influence of using Scaffolding Technique toward Students’ Ability in Writing Analytical Exposition” and by Salwa Ahmed Al-Yami entitled “The effectiveness of Scaffolding Interactive Activities in Developing the English Listening Comprehension Skills of the sixth Grade Elementary School girl in Jeddah”, these found out that by using Scaffolding Strategy got better result than another strategy in teaching reading.

It can be concluded that the data and the testing of hypothesis, the result of t-test null hypothesis (H_0) is refused and the alternative hypothesis (H_a) is accepted. It mean that there was a significant influence of using Scaffolding Strategy toward students’ Reading Comprehension Skill on Descriptive Text at the first semester of the tenth grade at SMK PGRI 4 Bandar Lampung in the Academic year 2017/2018.





CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

At the end of the research, the post-test was given to measure the influence of Scaffolding Strategy to develop students' reading comprehension of Descriptive Text in both classes after treatments done. The mean score of post-test in experimental class was 75.5 and the mean score of post-test in control class was 65.48. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2 tailed) is 0.000. it is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

Based on the result of data analysis, it can be concluded that there was a significant influence of Scaffolding Strategy towards Students' Reading Comprehension Skill on Descriptive Text at the First Semester of the Tenth grade at SMK PGRI 4 Bandar Lampung in the academic year of 2018/2019.

B. Suggestion

Based on the result of this research, the suggestions proposed as:

1. Suggestion for the Teacher

For the teacher, in teaching and learning process, the important thing is the teacher must be friendly and be a good motivator for the students. The English teacher of the tenth grade students of SMK PGRI 4 Bandar Lampung are suggested to be more active, creative, and innovative in making, and conducting scaffolding reading experience and other strategy in teaching reading comprehension.

2. Suggestion for the students

The students of the tenth grade of SMK PGRI 4 Bandar Lampung are suggested to keep on motivating and improving their reading comprehension more intensively, and motive themselves to learn more seriously, and enrich their vocabulary through reading a lot of books. This study can be used as a way to improve their ability in comprehending a reading text, it is greatly expected that the result of this study would be very useful since this strategy enables them to solve and overcome their problem in reading and improve their reading comprehension

3. Suggestion to the Next Researcher

To other researcher, this study can be used as a reference if they should make further research in this component. The researcher suggests the other researchers to be more creative in implementing Scaffolding Strategy to get better result on the next research. Besides, this study can be modified, not only for descriptive text, but it is also good for improving the students mastery in other text.

